

GRADES 9–12	GENERAL ASSESSMENT OPTIONS ¹		ALTERNATE ASSESSMENT OPTIONS ¹
	General Test Administration	General Test Administration with Accommodations	NCEXTEND ¹²
Measured: English Language Arts/Reading & Mathematics: North Carolina <i>Standard Course of Study</i> ³ Science: <i>Essential Standards</i>	Grade Level/Course	Grade Level/Course	North Carolina <i>Extended Content Standards</i> (All Assessed Content Areas)
Academic Achievement Standards (Cut scores)	Grade-Level/Course Academic Achievement Standards ³	Grade-Level/Course Academic Achievement Standards ³	Alternate Academic Achievement Standards ⁴
Test Format English II	Multiple-Choice, Technology Enhanced ⁵ , and Constructed Response	Multiple-Choice, Technology Enhanced ⁵ , and Constructed Response	Performance Tasks
Test Format NC Math 1	Multiple-Choice, Technology Enhanced ⁵ , and Gridded Response/Numeric Entry	Multiple-Choice, Technology Enhanced ⁵ , and Gridded Response/Numeric Entry	Performance Tasks
Test Format NC Math 3	Multiple-Choice, Technology Enhanced ⁵ , and Gridded Response/Numeric Entry	Multiple-Choice, Technology Enhanced ⁵ , and Gridded Response/Numeric Entry	Performance Tasks
Test Format Biology	Multiple-Choice and Technology Enhanced ⁵	Multiple-Choice and Technology Enhanced ⁵	Performance Tasks
Eligible Students	All students enrolled in a selected course for credit	Students identified as English Learners who meet specific eligibility criteria, ⁶ students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan, and students with transitory impairment documentation	Students with disabilities enrolled at grades 10 or 11 who have a current IEP and meet specific eligibility criteria ⁶

¹ North Carolina does not provide any general assessment or alternate assessment in a language other than English.

² Eligible students who have a current Individualized Education Program (IEP) and meet specific eligibility criteria participate with or without accommodations.

³ **Grade-Level/Course Academic Achievement Standards:** Academic achievement standards are aligned with grade-level or course content and set forth the expectations of student performance.

⁴ **Alternate Academic Achievement Standards:** Alternate academic achievement standards are aligned with the grade-level Extended Content Standards of the North Carolina *Standard Course of Study* for English Language Arts/Reading and Mathematics, and the *Essential Standards* for Science. The alternate academic achievement standards are expectations of student performance that differ in complexity from grade-level academic achievement standards.

⁵ Technology enhanced items are found only in the online assessments.

⁶ Specific eligibility criteria are listed on page 2 of this document.

Specific Eligibility Criteria for Students with Disabilities

NCEXTEND1	<ul style="list-style-type: none"> • The student must have a current Individualized Education Program (IEP). • The student is enrolled in grades 9–12 according to PowerSchool. • The student is instructed using the North Carolina <i>Extended Content Standards</i> in <u>all</u> assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science). • The student has a <u>significant cognitive disability</u> <ul style="list-style-type: none"> - The student’s disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently. - The student requires extensive and repeated individualized instruction and support to make meaningful gains. - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways. <p>The vast majority of students with disabilities do not have a significant cognitive disability. The NCEXTEND1 is <u>not</u> appropriate for students who</p> <ul style="list-style-type: none"> - are being instructed in <u>any</u> or <u>all</u> of the assessed general grade-/course-level content standards of the North Carolina <i>Standard Course of Study</i> (i.e., English Language Arts/Reading, Mathematics, and Science); - demonstrate delays only in academic achievement; - demonstrate delays only in selected areas of academic achievement; - demonstrate delays owing primarily to behavioral issues; or - if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study pathway). <p>Evidence for the decision to participate in NCEXTEND1 must <u>not</u> be based on</p> <ul style="list-style-type: none"> - a disability category or label, - poor attendance or extended absences, - native language/social, cultural, or economic differences, - expected poor performance on the general education assessment, - academic or other services the student receives, - educational environment or instructional setting, - percent of time receiving special education services, - English Learner status, - Low reading level/achievement level, - Anticipated disruptive behavior, - Impact of student scores on the accountability program, - Administration decision, - Anticipated emotional distress, or - Need for accommodations to participate in the assessment process.
Accommodations	<h3 style="text-align: center;">Specific Eligibility Criteria for Students Identified as English Learners</h3> <ul style="list-style-type: none"> • To be eligible for accommodations for state tests of English Language Arts/Reading, Mathematics, or Science, students identified as English Learners (ELs) must have scored below Level 5.0 Bridging on the reading domain of the WIDA Screener/ACCESS for ELLs® 2.0.